CA2ALED 40
S67
V.4, No.1 c.2

LIBRARY
VAULT 19

ALBERTA LEGISLATURE LIBRARY
3 3398 00485 1605

OCT 17 1973

Alberta Education

SPOTLIGHT on School Personnel Services

COUNSELLING AND GUIDANCE BRANCH · Supervisor: T.R. Mott

Volume 4, Number 1 October, 1973

PREDICTIONS OF PUBLIC OPINION ON EDUCATION ISSUES

A research project was conducted in Edmonton in February 1973 which yielded results which should interest most counsellors. The Project was conducted by Dr. Brosseau, Director of Pupil Personnel Services, Edmonton Catholic School Board, who was at the time of the study a doctoral candidate at the University of Alberta.

The objectives of the project were twofold: to discover public opinion on certain educational issues and to discover those persons amongst school trustees and professional educators who were the best predictors of public opinion poll on these issues.

In order to achieve the two objectives, two studies were conducted and reported. The first study consisted of a public opinion poll conducted in the City of Edmonton which obtained a measure of the opinion of the general public on certain educational issues. A second poll also was conducted which examined the ability of school trustees and professional educators to predict public opinion. Educators were broken down into five groups: teachers, principals, central office administrators, school counsellors and school trustees. Their ability to predict public opinion was determined by how accurately they predicted the results of the public opinion poll conducted in study one.

Results in the first part of this project gave additional support for the use of public opinion polls in education as a gauge of public opinion.

Results in the second part of this project indicated that counsellors were significantly better predictors of public opinion than either principals or teachers. Similarly, school trustees and central office administrators seemed to be better predictors of public opinion than principals or teachers, but due to the small number in the trustee and administrator groups no statistical proof of this relationship was present. Thus, it appears that job affiliation has merit as a method of identifying those in education who are the most accurate predictors of public opinion.

Persons interested in obtaining more detailed information about the study may do so by contacting Dr. Brosseau.

"Explorations in Career Planning" Projects

Plans are well under way for the 1973-74 program. The purpose of each "ECP" Project is to supplement existing school efforts set up to assist students in their career development.

A series of preliminary meetings and communications have been held with potential host school areas. At this time it appears that the following centres will be hosts:

Edson	Fort Saskatchewan
Westlock	Claresholm
Grande Prairie	Pincher Creek
Peace River	Wetaskiwin
Wainwright	Edmonton

Information Regarding Visually Impaired Students

1. Resource Centre for the Visually Impaired,
   Special Educational Service Branch,
   Department of Education,
   Executive Building,
   10105 - 109 St.,
   Edmonton, T5J 2V2.

   The Resource Centre provides special materials and equipment required by braille-using or visually impaired students. Please contact Miss M. Hatch, Consultant for the Visually Impaired, for further information.

2. Conferences for School Counsellors

   Fall conferences for Guidance Counsellors (sponsored by the CNIB and the Department of Education) are held annually in Edmonton and Calgary. Counsellors from schools serving blind or visually impaired students are invited to attend. Dates of this year's conferences will soon be announced.

   Conference agenda will include such topics as -

   1. employment opportunities for the blind
   2. assessments and psychological testing
   3. resources, references and special materials

   Provision is made for discussion. Comments, questions and suggestions are welcomed.

   For further information please direct your inquiry to Miss Hatch.

The Learning Disability Fund

The past few months have been characterized by considerable activity on the part of school personnel throughout the province in gearing up for the provision of diagnostic and remediation services to children in their jurisdictions who have some form of learning disability.

Under this program, a school board will receive reimbursement for professional services by qualified people to individual elementary school children up to a maximum of $50,000 for any one school district (with the exception of school boards associated with the Peace River zone and the Central Alberta zone who are funded under pilot programs). In order to qualify for the grants (computed by multiplying the number of elementary pupils enrolled in a school jurisdiction by $10.00 to a $50,000 maximum) school boards must obtain the services of qualified people.

At this point in time approximately 135 professionals are registered with the Department of Education as qualified to provide service under the Learning Disability Fund. The majority of registered people are presently employed by various school jurisdictions, however some are unattached and school boards are free to contract the services of these people.

Counsellor-Training Awards

School counsellor trainees at universities in Edmonton and Calgary during the present winter session will be eligible for two $100.00 awards (one for a trainee at each location). Last year Kari Stenzer was the Calgary winner and the Edmonton award was shared by finalists.

The receipients of these awards will be selected in March, 1974 and will be introduced in a future issue of Spotlight.

A SEMINAR APPROACH TO COUNSELLING TODAY

Again this year, as in the past, counsellors joined with principals at the Alberta School for the Deaf to attend the Counsellors' and Principals' Leadership Seminar. As was anticipated, the conference proved to be a huge success. The particular success of this seminar seems due, in part, to the special attempt made to have counsellors and principals work closely together and Dr. John Paterson and Dr. Harvey Zingle contributed a great deal of time and effort to affecting this liaison.

As most counsellors know, The Counsellor Leadership Seminar operates under the auspices of an Advisory Board representing the Alberta Teachers' Association, the Alberta School Trustees Association, the Department of Education, the Department of Educational Psychology and the Faculty of Education, University of Alberta. The Seminar has become an annual event and a special issue of the Alberta Guidance Council publication, *The Alberta Counsellor*, containing the major addresses at the seminar, is soon to be published in order to provide all Alberta Counsellors with some of the valuable information received by those counsellors who attended the seminar.

The theme for the 1973 Seminar held July 9 to 20, 1973, was *"Communication and Influence Models"* and judging from the evaluation reports of the counsellors this theme represented what was seen as an effective and exciting program. Speakers from many different counselling orientations spoke to this theme. There were twenty-four counsellors in attendance and Saskatchewan, Alberta, British Columbia and the North West Territories were all represented. Since it is always a good idea to consider evaluations and criticisms directed to a program of this kind, the comments received from the 1972 participants served to help the Directors plan this year's program. In keeping with these comments, a special effort was made to plan more point sessions with the principals and judging from the comments by both groups this year, these sessions were generally well received. Social events and work sessions between the two groups seemed highlighted by the fact that greater understanding and comraderie developed between counsellors and principals.

As in the past, the counsellors' sessions emphasized "Informality" throughout the Seminar. Counsellor participants took turns chairing sessions, organizing social events, and generally planning the Seminar. One highlight of particular interest seems noteworthy at this point - all sessions ended with a video taped discussion between the chairman of the sessions and the guest speaker. Hopefully this tape will be available to Alberta Counsellors in order that they share some of the ideas presented by our excellent selection of speakers. Again, this year, prominence was given to Alberta speakers who are working in the field. The logical guest speakers were from Edmonton Public and Separate School Systems, the Department of Educational Psychology at the University of Alberta, several hospitals, the Alberta Native Counselling Services, Edmonton Community Psychiatric Services, and the University of Alberta's Department of Educational Administration.

Dr. Harvey Zingle was responsible for getting our Seminar off to an excellent start with his topic on "Leadership Styles and Influence Models". Harvey's message was so well received that both the principals' group as well as the counsellors' group spoke with enthusiasm about his talk throughout the remaining nine days of the conference.

Other highlights of the Seminar were our two non-Alberta speakers, Dr. John Banmen and Dr. Gary Kohlwes. Dr. Banmen, the President of the Canadian Guidance and Counselling Association came from Winnipeg. He gave our counsellors new insights and practical information regarding the "Use of Groups in Counselling". Dr. Kohlwes, who is the Associate Superintendent of Renton Public Schools in Washington, keynoted a joint session with his topic "Strategies in Leadership Training". Participants will long remember Dr. Kohlwes' colourful and stimulating talk and Canadians will hear more of this man.

For counsellors who may be searching for convention speakers during the coming year, other sessions rated as outstanding by almost

all participants included talks by Drs. Paterson, Fox, and Goforth. We would be happy to provide any of our readers with a list of the speakers and their addresses if anyone would care to write either of the above named authors.

By unanimous agreement from our participants, the value of a ten-day live-in type of experience is somehow unique. Particularly, since our registration number is restricted to some extent, we would urge counsellors to begin NOW and alert their School Boards to make provision for attendance at next years' seminar. Principals and counsellors worked so well together this year that we urge counsellors attend with their principals for purposes of overcoming and sharing common problems within the specific school systems. Participants in the course had ample opportunity to discuss verbal input in small groups under the Leadership of our Co-Directors. Some of the sessions were devoted to our theme of improving communication and public relation skills.

Information about this Seminar or next years' proposed conference can be obtained from either of the authors above at the Department of Educational Psychology, University of Alberta, or from Dr. Harvey Zingle of the same address.

Submitted by: Lloyda M. Allen
John G. Paterson
University of Alberta

Annual School Counsellor's Conference

Location: MacEwan Hall, University of Calgary

Date: October 26 (evening) and October 27, 1973

Theme: "The Counsellor as Teacher" Keynote Speaker: Dr. Harvey Zingle, University of Alberta

Sponsors: Counselling and Guidance Branch, Department of Education and ATA Guidance Council

Program: (workshops)

1. Mr. Bill Sears, Bowness High School, Calgary.
   Topic: The Counsellors Role in Staff Development.

2. Dr. R. Lowrey, Bishop Carroll High School, Calgary.
   Topic: The Role of the Teacher - Consultant in Bishop Carroll School.

3. Dr. A. Clarke, University of Alberta.
   Topic: Career Entry Skills

4. Mr. L. Woods, Athabasca Elementary School, Athabasca.
   Topic: The Elementary School Counsellor in Liaison with Community Groups.

5. Mrs. Donna Zingle, Edmonton
   Topic: The DUSO Kit.

6. Miss Lorraine Jones, Edmonton Catholic School System.
   Topic: The Use of Parent Conferences.

7. Dr. C. Rhodes, Department of Education, Central Alberta Region.
   Topic: The Learning Assistance Field Centre-

8. Mr. M. Flewwelling, Red Deer City Schools.
   Topic: A Store-Front School Project

The Minister of Education will bring greetings. The Chief Deputy Minister of Health and Social Development will speak on Saturday, October 27th.

Inquiries and Registration:

Dr. Lloyd W. West
Department of Educational Psychology
University of Calgary
Calgary, Alberta
T2N 1N4

FOCUS ON

GUIDANCE COUNCIL ATA

"The Counsellor as Educator"

Theme of the Year

During the 1973-74 school year "The Counsellor as Educator" will be the theme and motif of the Guidance Council ATA.

"The Counsellor as Educator" will also be the theme of our annual conference to be held October 26th and 27th, 1973 at MacEwan Hall, The University of Calgary. At the conference banquet, Dr. Harvey Zingle, University of Alberta, will be featured as keynote speaker. His topic, also in keeping with our theme, will be "The Counsellor as Educator".

Dr. Lloyd West, president elect, will become president of the Guidance Council. Lloyd has had considerable experience as a teacher, counsellor, and school psychologist in the public schools of Alberta. This varied experience has convinced him that competent teaching is the preferred mode of helping. Lloyd is presently associate professor at The University of Calgary where he has served a four-year term as chairman of the Division of Counsellor Education. As president of the Council, Lloyd's efforts will be directed toward "the unequivocal establishment of our worth and our identity as specialized teachers".

There are sound theoretical reasons why school counsellors must be qualified and competent teachers, but there are also compelling practical reasons. In the event of serious economic retrenchment in education, those who are "unknown" for their ability to teach will be first, no doubt, to depart from the educational arena.

Secondly, we might observe that the teaching profession has the executive competence and strength of numbers to achieve professional levels of remuneration for its members. As an exercise in "awareness", we would do well to check the advertisements in our daily papers and compare the salaries offered to specialists in education with those offered to other so-called helping professions. Thirdly, we might consider the degree of prestige or public regard accorded to various occupational groups. Perhaps the Blishen Socio-Economic Index is the best available measure for this job characteristic. The data on the following page are taken from:

> Blishen, B.R. "A Socio-economic index for occupations in Canada." Canadian Review of Sociology and Anthropology, 1967, 4, 41-53.

Study it carefully. What inferences can you draw?

At the risk of making invideous comparisons, observe that school teachers rank a full standard deviation above psychologists, social workers, etc.

Occupation	Socio-economic Index
Dentists	76.4
University professors	76.0
Medical doctors	75.6
Lawyers	75.4
Engineers	74.3
Pharmacists	72.9
School teachers	70.1
Accountants	68.8
.	.
.	.
.	.
Clergymen and priests	59.2
Other health professionals (psychologist, etc.)	58.2
Social Workers	55.6
Insurance Salesmen	55.2
Stenographers	52.0
.	.
.	.
.	.

Clearly our economic, social and professional effectiveness is maximized within the mainstream of the teaching profession. We must maintain and enhance our qualifications, competence, and identity as teachers with special skills in guidance and counselling.

Small wonder that our new president adamantly insists that he is a teacher - and proud of it!

Spotlight on - D.R. TETTING
Calgary School District 19

"Counselling is teaching with the course content being living skills. Let me explain further. If I meet someone, listen and talk with them so that they learn something about themselves and how they think and act, if that happens, then I'm a successful counsellor. Funny thing, if that happens then I'm also a successful husband, father, friend, and human being. I feel that's what it's all about; our work as counsellors deals with enhancing quality of living through self-development." These are Dave Tetting's feelings about his work as he begins his fourth year at Queen Elizabeth Junior - Senior High School, his seventh year in the Calgary Public Schools, and his ninth year as an Educator.

Since becoming a part of the Calgary scene Dave has involved himself in a variety of activities. He spent two and one-half years editing the ATA Guidance Council Journal and serving as Zone Chairman for the Junior High Counsellors of Calgary, being involved with the University Counsellor-Training Practicum, spending one year on the Executive of the Calgary Regional - ATA Guidance Council, and acting as a resource person for the past two University of Calgary summer school conferences on Alcohol and Drug Abuse. In the past year he was chosen to participate in the Facilitative Interpersonal Skills Training Program, sponsored by the Public Schools, which has led to communication skills training with groups of counsellors, Calgary teachers, and students. Coaching sports has also been an interest of Dave's but that has started to change. "I've decided to shelve coaching for awhile because at this point in time my children are at the pre-school stage and I plan to devote more attention to them. In addition, I am spending a lot of time working on the Life Skills Project set up by Ken Low, the Coordinator of Drug Education with the Calgary System. The Project involves teaching people to examine their personal power. The three-credit option, meets out of regular school time and aims toward enabling people to gain more influence and control over their lives. This process is to be carried out by showing individuals how they live and then help them see what skills are necessary in order for them to achieve the style of life they choose. A person's life can consist of a number of plateaus. After 31 years most of the things I'm doing in counselling and also in my private life I want to be doing. That feels good."

SERVICES OFFERED BY THE FACULTY OF EDUCATION
CLINICAL SERVICES AT THE UNIVERSITY OF ALBERTA

1. Counselling

Individual Counselling

Counselling of all types can be arranged at the clinic. Post graduate students are prepared to do play therapy, family, vocational, marriage and other personal counselling. As well, they can act as consultants in learning, emotional and educational problems. All graduate students in the clinic are supervised by university staff members who are also certified psychologists.

Referrals for counselling at the clinic can be taken from the beginning of September until mid-February.

2. Diagnostic Testing

Group Assessment

Group intelligence, achievement personality and interest tests can be administered by graduate students. Some of the tests included are the Lorge Thorndike, Otis Lennon, Differential Aptitude Tests, Canadian Test of Basic Skills, Wide Range Achievment Test, the Minnesota Multiphasic Personality Inventory, the California Personality Inventory, the Edwards Personal Preference Schedule, the 16 PF, the Strong Vocational Interest Blank, the Mooney Problem Check List, and the Personality Research Form.

Batteries of tests or individual tests can be administered to clients at the clinic for the purpose of vocational or personal guidance. Referrals can be made between the middle of September until the middle of December.

Individual Intellectual Assessments

Individual intellectual assessments can be given at the clinic or special provision can be made to have clients tested at schools or agencies.

The times of the year that students will be ready to test various age groups will be as follows:

Wechsler Adult Intelligence Scale (WAIS)

Age 16 - from the end of September until the end of February.

Wechsler Intelligence Scale For Children

Age 8-15 - from mid-November until the end of February.

Stanford-Binet Intelligence Scale

Age 3 - Adult, but generally 3-8 from mid-November until the end of February.

The Illinois Test of Psycholinguistic Abilities (ITPA), the Bender Gestalt Test, the Wechsler Pre-School and Primary Scale Intelligence Test (WPPSI), The Goodenough Draw-A-Man Test and the Wide Range Achievement Test will be administered by some students after Christmas, until the end of February.

Individual Projective Testing

Various projective instruments such as the Rorschach, the Thematic Apperception Test (TAT), the Children's Apperception Test (CAT); the Rotter Incomplete Sentences Blank, the Minnesota Multiphasic Personality Inventory (MMPI) and other can be administered and interpreted by senior graduate students of the clinic, beginning the middle of October until the end of February.

3. Reading and Language Center

Students studying towards the M.Ed. in reading work with a limited number of clients during the year. During the first semester (Oct.-Dec.), the concentration is on diagnostic, while in the second semester (Jan.-March), remediation programs are set up for teachers outside the Edmonton area or clients are tutored at the University. Clients from primary grades to adult-hood are seen.

Due to the large number of referrals from last year, no new referrals can be taken at this time.

4. Speech

Speech referrals cannot be taken directly from outside referral sources. However, a staff member will act as a speech consultant in cases of clinic clients who are in need of such services.

5. Learning and Development

The Learning and Development Clinic which began operation last winter, will continue as an instructional resource for

Educational Psychology graduate students in Special Education on a very limited basis.

This clinic will deal primarily with pre-school aged children presenting multiple problems which are interfering with their normal development.

Professional Staff

Coordinator of Clinical Services - Dr. Harvey Zingle
Director - Reading & Language Center - Dr. William Fagan
Director - Speech Center - Mrs. Jean McIntyre
Director - Counselling Center - Dr. John Paterson
Director - Diagnostic & Testing Clinic - Dr. John Paterson
Director - Learning & Development Clinic - Prof. D. Baine

Materials Available From the Branch

A Handbook for the Cumulative Guidance Folder

Alberta Cumulative Guidance Folder ($0.06 per card - $0.05 in excess of 200)

Envelopes and Inserts for Cumulative Guidance Folders (per 100, $3.50)

Guidance Facilities

Prerequisites to Post-Secondary Educational Opportunities, 1973-74

Specimen Standardized Test Sets for Perusal (specify particular tests)

A Rationale and Proposals for Standardized Testing in Alberta Schools

Spotlight on School Personnel Services

A Catalogue of Standardized Tests Available for Perusal

Videotapes - send a black videotape for dubbing to:
Curriculum Resources,
Audio Visual Services Branch,
Department of Education,
Devonion Building,
11160 - Jasper Avenue,
Edmonton.

The Explorations in Career Planning Project (25 min.)

Explorations in Career Planning:
Part 1, Career Development (16 min.)
Part 11, Career Planning (25 min.)

Job Hunting (25 min.)

The Elementary School Counsellor (28 Min.)

The Elementary School Counsellor Role (30 min.)

The Bishop Carroll School in Calgary (28 min.)

Career Outlook Publications (Department of Manpower and Immigration)

Each booklet combines university and community college career information in the following specific fields:

1. Career Outlook Tables
2. Engineering
3. Arts and Science
4. Health and Health Services
5. Environmental Sciences and Studies
6. Administration/Social Sciences and Services
7. Fine Arts and Communication

Printed by the QUEEN'S PRINTER for the Province of Alberta, Edmonton

Digitized by the Internet Archive
in 2026 with funding from
Legislative Assembly of Alberta - Alberta Legislature Library